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ABSTRACT

In 1993-94 the Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP) was in its fifth and final year as an Elementary and Secondary Education Act Title VII project. Project CAP operated at two high schools in Brooklyn (New York), serving 136 Haitians at one and an undetermined number of Spanish-speaking and Haitian students at the other. Project CAP served students of limited English proficiency who also lacked literacy skills in their native languages. Participants received instruction in English as a Second Language (ESL); native language arts; and the content areas of mathematics, science, and social studies. Career development and multicultural education were integral parts of the program. Staff development activities and parent participation components were included. The project met its objectives for ESL, native language arts, the content area subjects, American culture and citizenship, career counseling, dropout prevention, attendance, staff development, and parent participation at one school, but no data were available from the other. No recommendations are made because the program was in its final year. Four tables present evaluation results, and two appendixes describe instructional materials and class schedules. (Author/SLD)

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OER Report

Career Awareness Program for Bilingual
Haitian and Hispanic Students
(Project CAP)
Transitional Bilingual Educational Grant T003A90330
FINAL EVALUATION REPORT
1993-94

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Career Awareness Program for Bilingual
Haitian and Hispanic Students
(Project CAP)
Transitional Bilingual Educational Grant T003A90330
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fifth and final year of operation at Prospect Heights and George W. Wingate High Schools in Brooklyn. Project CAP served students of limited English proficiency (LEP) who also lacked literacy skills in their native language. Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science, and social studies. Career development and multicultural education were integral parts of programming.

This report is based primarily on data submitted by one site (Prospect Heights); the Office of Educational Research (OER) did not receive data for both sites for the Final Evaluation Report.

Teachers of participating students had the opportunity to attend periodic staff development meetings. The project also reimbursed tuition fees for staff members taking courses at the college level.

Project CAP established a multifaceted parental component that included E.S.L. classes and educational trips.

Project CAP met its objectives for E.S.L., Haitian N.L.A., content area subjects, American culture and citizenship, career conferences, career counseling, dropout prevention, attendance, staff development for continuing education and for awareness of pupil needs and problems, curriculum development, and parental involvement at Prospect Heights High School. OER was unable to evaluate the objective for Spanish N.L.A. because no data were submitted for George W. Wingate High School. OER also failed to evaluate the objective for cultural pride and attitude toward school because it never received completed student Likert scales from either school.

Since this was the last year of funding for Project CAP, OER makes no recommendations for future implementation.

ACKNOWLEDGMENTS

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I. INTRODUCTION

In 1993-94, the Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP) was in its fifth and final year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The program operated at Prospect Heights and George W. Wingate High Schools in Brooklyn, serving Haitian students at the former and Spanish and Haitian students at the latter.

Prospect Heights High School is situated in a working class neighborhood with numerous small businesses in the vicinity. The population of the surrounding community was predominantly African-American. About 70 percent were immigrants, and most were low-income families. (All demographic data in this report are from 1992-93, the last year for which such data were available).

The student population at Prospect Heights High School was similar in distribution to that of the surrounding community. Of the 2,099 students who registered, 93 percent were African-American, 6 percent were Hispanic, and 1 percent were Asian-American, European-American, or Native American. Fifteen percent of these students were of limited English proficiency (LEP) and 64 percent were from low income families as indicated by their eligibility to participate in the free-lunch program.

George W. Wingate High School is located in a working class neighborhood dominated by Kings County Hospital and Downstate Medical Center.

The community was primarily African-American, with a very small percentage of Latinos, Asian-Americans, and European-Americans.

The student population of 2,744 at George W. Wingate High School was 92 percent African-American, 7 percent Hispanic, and 1 percent European-, Asian-, and Native American. Of these students, 12 percent were LEP and 23 percent were from low-income families.

Classrooms at both sites were well-lit, spacious, clean, and decorated with posters and student projects. Attractive teacher-prepared displays were prominent around both buildings. Students' instructional materials and desks were in excellent condition. Computers were available and appeared to be used by the students. Halls at George W. Wingate High School, however, were crowded and noisy.

STUDENT CHARACTERISTICS

Demographic data on participa[illegible] from Prospect Heights High School as Project CAP submitted no data from George W. Wingate High School. Project CAP served 136 ninth through twelfth grade Haitian-speaking LEP students at Prospect Heights High School. Thirty-six participating students were in ninth grade, 41 were in tenth grade, 34 were in eleventh grade, and 25 were in twelfth grade. Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other factors considered by the project for admission were low native language literacy and willingness to participate, as determined by personal interviews with the guidance counselor.

Students whose home or native language was Haitian numbered 134 (99 percent). The majority of students (98 percent) were born in Haiti. About half (49 percent) of the participants at Prospect Heights High School came from low-income families.

Needs Assessment

Before initiating the Project CAP, project staff at Prospect Heights and George W. Wingate High Schools conducted exhaustive needs assessments of the targeted students and their families as well as of the educational staff who were to serve them. The resultant data indicated three primary needs: (1) to provide LEP students with intensive English and native language instruction and support services to improve their school performance; (2) to offer career development courses; and (3) to provide parents of participants with English as a second language (E.S.L.) courses and workshops to familiarize them with the educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- By June 1994, participating students will demonstrate significant English language gains in listening, speaking, reading, and writing, as shown by increased scores on the Language Assessment Battery.
- By June 1994, 75 percent of participating Haitian-speaking students will demonstrate gains in Haitian native language arts by passing Haitian N.L.A. with grades of at least 65.
- By June 1994, 75 percent of participating Spanish-speaking students will demonstrate gains in Spanish reading skills as shown by El Examen de Lectura en Español (ELE).

- Seventy percent of participating students will receive satisfactory grades in the content areas of mathematics, science, and social studies.

- The program will organize at least two field trips for the targeted students to historical museums, and the United Nations, White House, etc., to increase their familiarity with American culture and citizenship.

- Seventy-five percent of participating students will show an improvement in attitude toward their native culture by attending one or more cultural events, activities, or trips.

- Seventy-five percent of participating students will demonstrate an improvement in attitude toward school by their responses on a project-developed Likert scale.

- The program will organize at least one career conference for students in which representatives of business and industry will present information on career options and skills requirements.

- All graduating students will meet with the bilingual career specialists/bilingual guidance counselor for advisement at least three times during the school year.

- Participating students will have a lower dropout rate than non-program students at the same school.

- Participating students will show the effect of the program on their attendance by having significantly higher attendance rates than those of mainstream students.

Staff Development Objectives

- Fifty percent of program staff members will enroll in at least one college course each semester.

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems.

Curriculum Development

- By the fifth year, the curriculum specialist will have developed or translated one subject matter oriented instructional unit for teaching E.S.L., mathematics, science, and social studies.

Parental Involvement Objective

- The proportion of program parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project CAP provided instructional and support services to Haitian- and Spanish-speaking students and their families. The project's main goals were to promote acquisition of language skills and provide content area instruction and career development activities.

The project included a strong multicultural component in order to foster knowledge of and appreciation for the different cultures represented by participants.

Project CAP staff developed a pamphlet in Spanish and Haitian describing the philosophy, goals, and design of the project and disseminated it to parents, school staff, and community agencies.

Project CAP offered parental involvement and in-service staff development activities. The project also provided reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project CAP offered E.S.L. and native language arts (N.L.A.) at literacy to advanced levels. The project initially stressed a bilingual instructional methodology in the content areas (subject material was presented first in the native language and then repeated in English). This enabled students to acquire concepts more rapidly as they practiced emerging skills in English, and, as the year progressed, teachers made the transition to greater use of English in instruction through E.S.L. methodologies.

Teachers of participating students used a variety of strategies and techniques, including peer tutoring, cooperative learning, individualized instruction, and dramatization of the subject matter. Computers supplemented classroom instruction.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Both schools planned to take over project services in the fall of 1994.

Staff Qualifications

Title VII staff. The project director, one resource specialist, and two paraprofessionals were fully funded by Title VII, and the other resource specialist was funded part-time. For their degrees, certifications, and language proficiencies (teaching or communicative*), see Table 1.

The project director's responsibilities included the administration and coordination of activities, staff selection and training, and the provision of evaluation data. The director had more than 16 years' experience in teaching LEP students.

The resource specialists' responsibilities were to assist classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help in the planning of activities for parents of participating students, and select instructional material. Resource specialists also taught two

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. NS = Native Speaker.

TABLE 1

Project Staff Qualifications at Prospect Heights High School

Position Title	Degree(s)	Language Competencies	
Project Director	M.S.	Haitian French	NS TP
Resource Specialist	B.S.	Haitian French	NS TP
Resource Specialist	B.S.	Haitian French	NS TP
Paraprofessional	H.S.	Haitian	NS
Paraprofessional	H.S.	Haitian	NS

periods a day. They maintained regular contact with teachers as a way of keeping abreast of students' needs and progress, and they worked with students who were having difficulties. They maintained ongoing contact with project students' parents via mail and telephone as a way of encouraging parental involvement. Each of the paraprofessionals had experience in bilingual education and some college education.

Other staff. Tax-levy funds paid the salaries of five classroom teachers at Prospect Heights High School who provided services to project students. (For degrees, certifications, and language proficiency, see Table 2.)

The teachers had from one to nine years of experience in teaching LEP students. All teachers held high school certification in the subject area they taught.

TABLE 2

Qualifications of Non-Title VII Staff at Prospect Heights High School

Position Title	Degrees	Certification	Language Proficiency
Teachers (5)	Master's (3) Bachelor's (2)	E.S.L. (1) Mathematics (2) Science (1) Social Studies (1)	Haitian TP (5) French TP (3), CP (2)

Staff Development

The project gave four Tittle VII staff members tuition assistance for college courses in E.S.L. or bilingual education. Teachers of participating students participated in a series of monthly and/or weekly activities sponsored by the foreign language department, including workshops that focused on E.S.L. and Haitian and Spanish language activities.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Student at Prospect Heights had a mean of 7.4 years (s.d.=1.9) of education in a non-English-speaking school system and 3.2 years (s.d.=1.7) of education in the United States. The median time students participated in Project CAP was 20 months.

Activities to improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. Except for a

bilingual Haitian social worker at Prospect Heights High School, the S.B.S.T. had no members bilingual in Spanish or Haitian. Other staff translated as necessary.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The project offered computer-assisted instruction (C.A.I.) and individualized instruction during school hours to students having difficulty in classes. Gifted and talented students were given activities which were enriching and would allow them to progress at their own pace. One student was referred to special education during the year under review.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a series of parental involvement activities that included workshops, E.S.L. classes, a Parental Advisory Committees (PAC), and field trips. Speakers from community businesses and agencies spoke at career assemblies which parents attended.

II. METHODOLOGY

EVALUATION DESIGN

Comparison of Project Group's Educational Progress with Appropriate Non-Project Group

OER used a gap reduction design to evaluate the effect of language instruction on project students' performance on the standardized tests. Because of the difficulty in finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributed to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB and El Examen de Lectura en Español (ELE) are used throughout New York City to assess growth in English and Spanish skills in populations similar to those served by Project CAP.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective and would have compared pre- and posttest scores on the ELE, had any data been provided, to assess the Spanish N.L.A. objective. Haitian N.L.A. and the content area objective for mathematics, science, and social studies were assessed through courses grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB and ELE was determined by the test itself.

According to the publisher's test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and form for each subtest and total test. Grade reliability coefficients, based on LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

The ELE was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For both forms, the grade reliability coefficients

ranged from .94 to .96. Items on the test were grade-specific. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades.

To assess the objectives for cultural price, attitude toward school, and staff awareness of pupil needs and problems, OER developed Likert-type questionnaires which project personnel were to administer to participating students and staff.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper administration of instruments.

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines in the administration manuals accompanying standardized tests. Time limits for students were adhered to; directions were given exactly as presented in the manuals.

Testing at 12-month intervals.

Standardized tests were given at 12-month intervals, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English and Spanish, OER computed a correlated *t*-test on the LAB and ELE N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms which were based on the performance of English proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming group should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

At Prospect Heights High School, Project CAP carried out all instructional activities specified in its original design. The project did not provide information on George W. Wingate High School.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

Prospect Heights High School offered E.S.L. instruction at the literacy, beginning, intermediate, advanced, and transitional levels. Project CAP did not submit any data for George Wingate High School. (See Table 3 for number of project students enrolled in each level of E.S.L. at Prospect Heights High School.)

TABLE 3

Project Students Enrolled in E.S.L. at Prospect Heights High School

Level of Instruction	Periods per Week		Number of Students Enrolled	
	Fall	Spring	Fall	Spring
Literacy	5	5	25	25
Beginning	10	10	150	150
Intermediate	5	5	125	125
Advanced	5	5	125	125
Transitional	5	5	25	25

An OER field consultant observed an intermediate level E.S.L. class at Prospect Heights High School. Thirty students were present for a lesson reviewing a quiz on the use of comparatives and superlatives. The lesson was content based and teacher directed. The teacher began by requesting students to write the adverbs corresponding to adjectives written on the blackboard. The teacher presented the rules for formulating the comparative and superlative forms, and finally reviewed the quiz with the class. Except for a group of three students who were disruptive and showed no interest in the lesson, the entire class was alert. Each student had a chance to participate.

Project CAP proposed the following objective for E.S.L.:

- By June 1994, participating students will demonstrate significant English language gains in listening, reading, and writing, as shown by increased scores on the Language Assessment battery.

There were complete pre- and posttest scores on the LAB for 92 students at Prospect Height High School. Their mean gain of 2.3 N.C.E.s was statistically significant (t=2.76 , p<.05).

The project met its objective for E.S.L. at Prospect Heights High School. In the year previous to the one under review, Project CAP met this objective at both sites.

Participants' Progress in Native Language Arts

An OER field consultant observed a Haitian N.L.A. class at Prospect Heights High School. Twenty-seven students were present for a lesson on a prescription drug named "ferakamin." The teacher began the class by asking students to read a passage regarding the drug from the book *Lékti Kréyòl*. As each student read the

passage, the class discussed it. The teacher summarized the lesson by formulating questions relating to the drug's ingredients, expiration date, interactions, dosage, and its usage. The lesson was content-based and all the students participated.

The project proposed the following objectives for N.L.A.:

- By June 1994, 75 percent of participating Haitian-speaking students will demonstrate gains in Haitian native language arts by passing Haitian N.L.A. with grades of at least 65.

Of the 123 students enrolled in Haitian N.L.A. at Prospect Heights High School in the fall semester, 82.1 percent received passing grades. Of the 108 students enrolled in the spring, 79.6 percent passed. The project did not provide information on George W. Wingate High School.

The project met its objective for Haitian N.L.A. at Prospect Heights High School as it did last year.

- By June 1994, 75 percent of participating Spanish-speaking students will demonstrate gains in Spanish reading skills as shown by El Examen de Lectura en Español (ELE).

As only George W. Wingate High School offered Spanish N.L.A., and Project CAP provided no data from that school, OER was unable to evaluate objective for Spanish N.L.A. Project CAP met this objective in the fall semester last year.

LEP Participants' Academic Achievement

Teachers used Spanish or Haitian in content area classes at the beginning of the year, then gradually made the transition to English with an E.S.L. methodology.

They used a wide array of strategies and techniques, including peer tutoring, C.A.I., and cooperative learning.

An OER field consultant observed an advanced level bilingual mathematics class of twenty students at Wingate High School. The teacher presented a lesson on factoring trinomials. The teacher began the class by going over a few examples dealing with the previous day's lesson on multiplying two binomials, and then asked the students to factor the expression to get back to the original step. He detailed the rule for obtaining two binomials with a common term. He then distributed a worksheet. The students were highly motivated and well-behaved. Each had a chance to participate. Although the teacher conducted the entire class in Haitian, his notes were in English.

The content area objective was:

- Seventy percent of participating students will receive satisfactory grades in the content areas of mathematics, science, and social studies.

At Prospect Heights High School, over 70 percent of the students passed all content area subjects both semesters. (See Table 4.) There were no data for George W. Wingate High School.

Project CAP met its objective for the content area subjects at Prospect Heights High School. Last year, the project met this objective only at Prospect Heights High School.

TABLE 4

Passing Grades in Content Area Courses

Subject	Fall 1992		Spring 1993	
	Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Mathematics	124	79.8	104	76.0
Science	94	81.9	87	75.9
Social Studies	111	83.8	102	72.5

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

One student was mainstreamed at the end of the school year previous to the one under review. The project did not provide data on that student's success in English language classrooms.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

Project CAP did not indicate that any participating students had been mainstreamed during the year under review.

American Culture and Citizenship

Project CAP proposed the following objective for American culture and citizenship:

- The program will organize at least two field trips for the targeted students to historical museums, and the United Nations, White House, etc. to increase their familiarity with American culture and citizenship.

Project CAP provided a number of field trips for participants and their parents at Prospect Heights High School to acquaint them with various aspects of life in the United States. These trips included visits to the Brooklyn Public Library, the Brooklyn Museum, the Ellis Island Museum of Immigration, and the Bronx Zoo.

The project met its objective for American culture and citizenship at Prospect Heights High School. No data were submitted for George W. Wingate High School. Last year, the project met this objective at both sites.

Cultural Pride

Multicultural education was an integral part of the curriculum and aimed to instill in each student pride in his or her own culture as well as sensitivity to the cultures of others. The project arranged a series of trips with a multicultural themes at the Ellis Island Museum of Immigration and the Brooklyn Public Library. Prospect Heights High School organized two parent-dinner meetings and a Haitian-Latino dance.

The project proposed the following objective for cultural pride:

- Seventy-five percent of participating students will show an improvement in attitude toward their native culture by attending one or more cultural events, activities, or trips.

Project CAP did not return any of the OER-developed questionnaires.

OER was unable to evaluate the objective for cultural pride because of a lack of data. Last year, the project met this objective.

Attitude Toward School

Project CAP posed the following objective for attitude toward school:

- Seventy-five percent of participating students will demonstrate an improvement in attitude toward school by their responses on a project-developed Likert scale.

The project did not return any OER-developed questionnaires.

OER was unable to evaluate the objective for attitude toward school because of a lack of data. Last year, Project CAP met its objective for improved attitude toward school.

Career Education

Project CAP proposed the following objectives for career education:

- The program will organize at least one career conference for students in which representatives of business and industry will present information on career options and skills requirements.

Project participants attended a Career Week event organized by the schools. During this week, professionals from the medical field, the media, engineering, and the hotel industry came to speak to the students about career opportunities and requirements.

As it had done last year, the project met its career education objective for organizing a conference.

- All graduating students will meet with the bilingual career specialists/bilingual guidance counselor for advisement at least three times during the school year.

The bilingual counselor met with all graduating students at least three times during the school year. In addition, the counselor reviewed the records of graduating students to ensure that they had met all requirements for graduation and scheduled follow-up interviews.

As it did last year, Project CAP met its career education objective for counseling.

Grade Retention

Project CAP did not propose any objectives for reducing grade retention. Thirty-six participating students (26 percent) were retained in grade. This represented a decrease from the previous year, when 86 project students (29 percent) were retained in grade.

It is probable that the high retention rate was due to participants' lack of education in their native country. Many newly arrived students from Haiti were functioning at a pre-literacy level in their native language despite being old enough to be admitted to high school.

Dropout Prevention

Project CAP proposed the following objective for dropout prevention:

- Participating students will have a lower dropout rate than non-program students at the same school.

At Prospect Heights High School, as in the previous year, no project students dropped out.

Project CAP met its objective for dropout prevention, as it had in the previous year.

Attendance

The bilingual guidance counselor interviewed program students who showed poor attendance to determine the cause and to discuss possible solutions. Targeted students were referred to dropout prevention programs such as the New York University (N.Y.U.) Stay-in-School Partnership.

Project CAP posed the following objective for attendance:

- Participating students will show the effect of the program on their attendance by having significantly higher attendance rates than those of mainstream students.

Prospect Heights High School's attendance rate for project students was 95.3 percent, compared to a schoolwide attendance rate of 82.7 percent. Participating students' attendance was significantly higher ($p<.05$) than that of mainstream students.

The project met its attendance objective at Prospect Heights High School, as it had done the previous year.

Placement in Gifted and Talented Programs

No students were placed in a program for the gifted and talented. Students showing ability in mathematics and science were offered advanced courses and were asked to tutor other students. Enrichment activities that allowed students to progress at their own pace were available in all curriculum areas.

Enrollment in Post-secondary Education Institutions

Four students of the possible 29 seniors (16 percent) indicated they would be enrolling in post-secondary educational institutions upon graduation. In the previous year, 20 of the 38 graduating students (53 percent) planned to enroll.

CASE HISTORY

J.G., a ninth grade student from Haiti, initially exhibited severe language deficiencies. Moreover, he had low self-confidence and self-esteem. Project CAP provided him with one-on-one assistance for a considerable period of time, and J.G. began to participate actively in his English class. He learned to read and write before the end of the academic year and performed well in his native language class. His self-esteem and self-confidence improved immensely.

STAFF DEVELOPMENT OUTCOMES

The project proposed the following objectives for staff development:

- Fifty percent of program staff members will enroll in at least one college course each semester.

Four of the five Title VII-funded staff (80 percent) enrolled in college courses in the fall and spring semesters.

As it had done last year, the project met its staff development objective for continuing education.

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems.

OER-developed staff surveys were used by the project to assess the increase in awareness of pupil needs and problems. Of the 14 teachers surveyed, all (100 percent) indicated that their awareness of pupil needs and problems had increased.

As it had done last year, Project CAP met its staff development objective for increased awareness of pupil needs and problems.

CURRICULUM DEVELOPMENT OUTCOMES

Project CAP proposed the following objective for curriculum development:

- By the fifth project year, the curriculum specialist will have developed or translated one subject matter oriented instructional unit for teaching E.S.L., mathematics, science, and social studies.

The curriculum specialist adapted instructional units in mathematics and E.S.L., and developed units for science and social studies.

As it had done last year, Project CAP met its objective for curriculum development.

PARENTAL DEVOLVEMENT OUTCOMES

Project CAP offered workshops and field trips to parents of participating students. Parents were able to enroll in E.S.L. and basic mathematics courses in the fall at Prospect Heights High School and in the spring at George W. Wingate High School. Project CAP established a PAC which met once a month. It also encouraged parents to attend Parent-Teacher Association (P.T.A.) meetings.

Project CAP attempted to involve parents by advertising its activities on bulletin boards and by sending notices of activities to parents in their native language. Project staff also telephoned parents.

Project CAP proposed the following objective for parental involvement:

- The proportion of program parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students parents who participate in this activity.

The project director reported that, at Prospect Height High School, the proportion of program parents who participated in Open School Day/Evening (30 percent) was higher than that of parents of mainstream students (26 percent).

The project met its parental involvement objective at Prospect Heights High School. Last year, the project met this objective at Prospect Heights High School but not at George W. Wingate High School.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project CAP met its objectives for E.S.L., Haitian N.L.A., content area subjects, American culture and citizenship, career conferences, career counseling, dropout prevention, attendance, staff development for continuing education and for awareness of pupil needs and problems, curriculum development, and parental involvement at Prospect Heights High School. OER was unable to evaluate the objective for Spanish N.L.A. because no data were submitted for George W. Wingate High School. OER also failed to evaluate the objective for cultural pride and attitude toward school because it never received completed student Likert scales from either school.

Participating students in Project CAP showed academic progress. Of the 136 participating students, 100 either graduated or were promoted to the next grade. Students showed gains in English and Haitian language skills, as well as in their content area subjects.

Project services not only benefited the students academically, but also increased their awareness of the importance of education. The attendance rate of participating students was significantly higher and the dropout rate lower than that of the mainstream population.

Teachers attended graduate courses to increase their knowledge of bilingual- and E.S.L.-education. In-service staff development sessions proved useful to both teachers and project staff.

Parents attended E.S.L. and basic mathematics courses and were involved in a variety of activities designed to acquaint them with the project educational system.

MOST AND LEAST EFFECTIVE COMPONENTS

Effective components of Project CAP (at Prospect Heights High School) were the instructional, career education, and curriculum development components.

Least effective was the lack of coordination between the two sites, as evidenced by individual submission of data.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

Since this is the final year of the project, OER offers no recommendations for future program implementation.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
9	Modern American English	Robert J. Dixon	Regents Publishing Co.	1993
9-10	Intercom 2000	Espeseth & Bixty	Heinle & Heinle	1992-93
9-10	Writing Workbook	Jann Huizenga, et al.	Scott, Foresman & Little Brown	1991
9	Beginner's Workbook	Patricia E. Zevin	Oxford University Press	1988
9	English Step by Step with Pictures	R. Boggs & R. Dixon	Prentice Hall, Regents	1991
9-12	Expanding Reading Skills	*	Prentice Hall	1989
9-12	In Contact, On Target, In Charge	Purpusa & Pinkley	Scott, Foresman	1993

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
9-12	Lékti ak Gramè	Komité Edikasyon Karitas	Henry Deschamps	*
11-12	Dyakout 1,2,3,4	Felix-Morisseau Leroy	Haitian Publication (FIC)	1988
12	From Dessalines to Duvalier	David Nicholls	Macmillan Publishers Ltd.	*
9-10	Lang Kréyol, 5e Ané	Ministè Edikasyon Nasyonal	*	*
9-10	Picture Dictionary	Savain, et al.	Harcourt Brace & Co.	1994

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

Content Areas

Grade	Title	Author	Publisher	Date of Publication
9-10	Jéyométri pwoblèm 5e Ané	Komité Edikasyon Karitas	Haitiana Publisher	*
9-12	RCT Mathematics Revised	John Allasio	West Sea Publishing Co.	1989
9	Fundamentals of Mathematics Volume two	Petruzillo & Williams	Barron's Educational Series Inc.	1991
9	Ninth Grade Physical Science Creole Edition 1, 2	H. Carl McCall	N.Y.C. Board of Education	1992
9-12	Biology, A Comprehensive text for N.Y. State	Schraer/stoize	Cebco Standard Publishing	1983
10-11	Concepts in Chemistry	Arthur W. Greenstone	Harcourt Brace	1970
11-12	Biology and Human Progress	Charle Tauzer	Prentice Hall	1986
9	Spotlight on Computer Literacy	Ellen Richman	Project Edition Lynne Lewin	*
9-12	Istwa jénéral Prémyé Pati	N.Y.C. Public Schools Board of Education	Board of Education	1992
10-12	American History	Inving L. Gordon	Amsco School Publishing Inc.	1989
9-11	Africa	Laurence Pauline	Globe Book Co.	1991

*Information was not provided.

APPENDIX B

Class Schedules

10th Grade

Days	Period	Subject
M-F	8:45 - 9:20	English 2 E.S.L
M-F	9:20 - 9:55	Biology 2
M-F	9:55 - 10:30	Haitian Creole 2
M-F	10:35 - 11:05	Mathematics Fundamental 2
L U N C H		
M-F	11:40 - 12:15	Phisical Education
M-F	12:15 - 12:50	E.S.L. level 5
M-F	12:50 - 1:25	E.S.L. Lab
M-F	1:25 - 2:05	

12th Grade

Days	Period	Subject
M-F	8:45 - 9:20	U.S. History & Government
M-F	9:20 - 9:55	Economy
M-F	9:55 - 10:30	Reading Comprehension
M-F	10:30 - 11:05	Remedial - CAP
L U N C H		
M-F	11:40 - 12:15	Sequential Mathematics
M-F	12:15 - 12:50	Haitian Creole 4
M-F	12:50 - 1:25	Phisical Education
M-F	1:25 - 2:05	E.S.L. 8